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AR FACT TESTS
for
Graduation & Promotion

Prepared by William H. Allen
Director, Institute for Public Service

1918
WORLD BOOK COMPANY
Yonkers-on-Hudson, New York

In Easter week of 1918 when two civilizations were facing one another over European trenches, a rural teacher wrote for information that would help her school debate the question whether Washington was a greater man than Lincoln! Such obliviousness to the school's opportunity and obligation is not limited to one small school.

Children and other non-combatants are sharing not only war's excitement and emotion, devotion and hero-worship, but also its sacrifices, its fears and its horrors.

Where information or lack of information has such far reaching effects it is unfair and dangerous to leave to accident what children and college students learn about war issues, war steps, war needs, war dangers and peace aims.

No nation, not even our own, can afford to run the risk of having millions of homes misinformed and confused with regard to this war's main issues.

This summary of war facts is issued in the hope that it will be helpful not only in civics classes but in the hands of teachers and principals **in conducting any class in any subject or in making patriotic use of assembly exercises.**

(c) *Brown Brothers*

Congress hearing President Wilson's "war message", April 2, 1917

WAR FACT TESTS
for
Graduation & Promotion

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To Users
of
War Fact Tests

¶ War facts in heavy black face type are suggested as the minimum which we all ought to know. The other war facts are to suggest ways of explaining the main war facts.

¶ Once having decided that these war facts are essential it will be easy to re-word them so as to fit each particular audience.

¶ Local and state war facts will need to be looked up in several instances, but this looking up will help both your home schools and your home community.

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Part I

TEN REASONS WHY WE ARE AT WAR

Because we could not longer either honorably or safely permit war to be waged against us without going to war ourselves.

(1) For thirty-two months of this world war, August 1914 to April 1917, the United States—its people and its government—did their best to keep out of war. Our decision to go to war with all our might was not reached in angry haste, but after incessant discussion over nearly three years.

(2) During all this time our government and the majority of our people resisted the appeals of many influential citizens and groups who insisted that for reasons here later stated, it was neither honorable nor safe for us to stay out of this war and that our most sacred ideals and obligations called upon us to enter the war with all our might against the aims and methods of Germany, Austria, Turkey and Bulgaria.

(3) In this belief thousands of speeches were made, thousands of meetings were held, thousands of editorials were written.

(4) Believing just as sincerely and earnestly that our most sacred ideals and obligations called upon us to keep out of war, other citizens and groups made thousands of speeches, held thousands of meetings and wrote thousands of editorials against our going to war and for maintaining strict neutrality.

(5) The reelection of President Wilson in November 1916, was generally accepted as evidence that the majority of our people opposed our going to war.

(6) "He kept us out of war" and "We are to be kept out of war" were two prayers of thanksgiving which were uttered by millions of mothers and fathers on reading that the president had been reelected. Later reasons show why going to war came to seem the only right thing for us to do.

Because between November 1916 and April 1917, in spite of continuous efforts during those five months by our government to keep us out of war, several incidents brought war to us and put us at war.

(1) On April 6th, 1917, Congress did not declare that we should go to war, but did declare that war was being waged against us in spite of our best efforts to avoid it.

(2) The wording of the Congressional resolution was: **Resolved . . . that the state of war between the United States and the Imperial German Government which has thus been thrust upon the United States is hereby formally declared.**

(3) The President and Congress did not say that with peace on one road and war on the other road we chose war.

(4) They said there was peace on neither road and that there was war on both roads.

(5) In effect what they said was this: **There is war on both roads. Whatever we do war is being waged against us. Our choice is not between war and peace, but between war where we do not defend our rights and humanity's, do not fight back, do not use all our power to stop it, and war where we defend ourselves and humanity by using all our power to stop this war and prevent a future world war.**

Because Germany notified us that whenever possible her submarines would destroy, on sight without warning, any boat found "out of bounds" even if owned by or used by our citizens or other neutrals.

(1) "Out of bounds" meant anywhere in the waters around the British Isles, Belgium, France and Italy.

(2) No northern waters were left "within bounds" for us except a narrow ocean pathway for one boat a week from this country going to the single port which Germany permitted, namely, Falmouth, England.

(3) This one boat must be painted in a particular way to distinguish it from all other boats which were refused safety along even this one pathway.

(4) This proposal obviously meant that Germany would take away from us the right of travel on the ocean which by nature and international law belongs to all.

(5) This proposal was not to stop ships or take goods off ships or to take Germany's enemies off ships, all of which international law permits, **but to send ships to the bottom of the sea, no matter who or what was on them.** The date was Jan. 31, 1917.

(6) Germany flatly withdrew her earlier promises to restrict submarine warfare to enemy boats and to give warning so that human beings on merchant vessels might be saved in life boats.

(7) Germany declared that the submarine warfare which she considered indispensable to her success in the war would not be possible if she should attempt to distinguish between one kind of boat and another or between neutral and enemy owners of boats.

(8) Germany admitted that submarine warfare could not be conducted without violating the provisions of international law which recognized that **neither an enemy nor a neutral merchantman, not resisting visit or capture, can be attacked or destroyed until both crew and passengers have been placed in a condition of safety.**

(9) International law is international agreement, the slow growth of recognition that Humanity must be observed in the relations of nations and all effort made to limit war's horrors to combatants.

(10) 226 American citizens had already lost their lives through the sinking by German submarines of 17 American ships and 23 other ships on which American citizens were traveling, therefore we knew that unrestricted warfare meant **that either our citizens' lives and property would be destroyed or else we must stop trying to use the ocean that belongs to all nations for any kind of communication with the British Isles, Belgium, France, Italy, etc.**

(11) Even relief and hospital ships were sunk by submarines.

(12) Germany's argument that international law does not prohibit submarine ruthlessness because submarines are new to this war did not reduce our opposition to a kind of warfare that we felt was clearly contrary to the basic principles of international law and humanity.

Because Germany's foreign minister had offered New Mexico, Texas and Arizona to Mexico if Mexico would attack the United States.

(1) A similar proposal was to be made to Japan that she join in attacking the United States.

(2) The official proposal by Germany was printed in our newspapers February 28, 1917.

(3) The official proposal dated Jan. 19, 1917, read:

On February 1 we intend to begin submarine warfare unrestricted. In spite of this, it is our intention to endeavor to keep neutral the United States of America. If this attempt is not successful we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas and Arizona. The details are left to you for settlement. You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain that there will be an outbreak of war with the United States and suggest that the President of Mexico, on his own initiative, should communicate with Japan, suggesting adherence at once with this plan. . .

(4) How it was discovered by our government we have not yet been told.

(5) That the letter was authentic and official was stated by our secretary of state and admitted by the German foreign minister, Count von Zimmermann.

(6) This attack was for the purpose of withdrawing our interest and resources as much as possible from the European battlefield.

Because while we were trying to be at peace with Germany and she was asserting her friendliness for us, she literally honeycombed with spies our factories, our civic agencies, our newspapers and even our government departments; and officially planned or connived at crimes and unfriendly acts on our soil.

(1) In 1915 there were 9 explosions of first magnitude and 20 that were less serious.

(2) Throughout 1916 similar violations of law by German agents continued in spite of police and secret service vigilance.

(3) Factories were blown up and goods intended for the Allies were made useless or dangerous. The German consul-general at San Francisco was convicted of plotting to cause a bridge and tunnels to be destroyed in Canada.

(4) **German agents in this country conspired to place on five vessels due to sail from our ports with non-combatant passengers, deadly bombs with time clocks for exploding them when boats got out in midocean.**

(5) With lavish use of money large numbers of newspapers were induced to print not only untrue statements but editorial arguments calculated to misinform and mislead.

(6) Mexico and other Latin American countries that have every reason to be friendly with us were also honeycombed with spies and enemy agents conspiring against us and against freedom in those lands.

(7) **21 different types of crime or unfriendly acts, committed upon our soil by connivance of the German government,** were listed by the House of Representatives Committee on Foreign Affairs, when it presented resolutions declaring a state of war, following the President's message of April 2, 1917.

(8) Documentary proof was found and published that the German ambassador and other official representatives in this country not only knew of such plots but planned and paid for them.

(9) Participants in the plots confessed that their instructions and pay were official.

(10) Germany's excuse for such violations of treaties and friendly relations is the same as for other atrocities including submarine warfare: "Military necessity knows no law."

Because the same direct attacks and threatened attacks upon our national liberties which showed us that we must go to war in self defense, also opened our eyes to reasons why we should take up the fight for the world's sake, for freedom's sake and for democracy's sake.

(1) "To make the world safe for democracy" was the phrase used by President Wilson as our ultimate war aim.

(2) At election time in 1916 and at all times previous to 1917 we had hoped against hope that Germany's violations of our neutrality and of civilization's codes for peace and for war were unintentional accompaniments of war which we abhorred.

(3) When convinced by stern facts and frank avowals that Germany considered these acts justifiable we saw that freedom anywhere and everywhere was menaced and that the war must henceforth be our war until democracy should triumph over autocracy.

(c) Cassel in *New York Evening World*

Because atrocities which civilized nations thought had been forgotten, were not only committed by Germany and her allies against soldiers and aged men, defenseless women and children, but were defended on the ground of alleged "military necessity."

(1) So dreadful, brutal and inhuman were many of these atrocities that even with proof of them before her eyes civilization protested that they could not be.

(2) The Turks apparently set out to annihilate the Armenian race.

(3) The only difference between our attitude toward such atrocities before April 6, 1917, and our attitude after April 6, 1917, was that the helpless horror which our people felt prior to our entering the war was transformed into a determination to stop such horror by doing our utmost with our men and our money.

(4) Detailed proofs of unspeakable atrocities as given in the official **German White Book** and elsewhere are summarized in **German War Practices** (91 pages), issued by The Committee on Public Information, Washington, D. C.

(5) **The greatest atrocity of all was the planning and starting this world war.**

Because Germany denied the world's right to live in peace and freedom on other terms than those imposed by her military powers.

(1) How far Germany's belief had gone that might makes right and that the kind of might which should dominate the world was the German or pan-German kind is shown in greater detail in Part V on WORLD WAR FACTS.

(2) The theory that necessity knows no law would, in later years if successful in this war justify the tearing up of other solemn agreements, the destruction of other small and large nations, and attacks and attempted encroachment upon other peoples' peace and independence.

Because Germany's success in this war would mean that all nations including our own would live in constant fear of new aggression, whereas the world needs universal disarmament.

(1) Germany's own ambassador to England in 1914, Prince Lichnowsky, stated this reason for us:

Is it not intelligible that our enemies declare that they will not rest until a system is destroyed which constitutes a permanent threatening of our neighbors? Must they not otherwise fear that in a few years they will again have to take up arms and again see their provinces overrun and their town and villages destroyed?

Because a passion for freedom for all nations had taken possession of our people like unto the inspiration of two other epochs of our history when we fought for our own freedom in our Revolutionary War and later worked for the rehabilitation of an independent Cuba.

(1) We came to feel for Serbia, Belgium and Russia as Lafayette of France, and Kosciusko the Pole felt for the struggling American colonies in our Revolutionary War.

(2) Our own prosperity and freedom came to taste bitter so long as freedom was fighting a life and death battle in European trenches.

(3) Once having been led by our convictions to enter the fight with all our vast resources, we were roused by our newly assumed world obligation to new visions of a patriotism which is all the more inspiring because we were fighting not only for our own freedom but for world freedom.

(c) Hal Coffman in
New York Journal

Part II

OUR PEACE AIMS

Our chief aim is to prove once for all and forever that no nation can gain either territory or riches or glory by disturbing the world's peace.

There have been two different formal statements of our war aims by President Wilson: One listed 14 different aims, another listed 4 different principles within which the 14 different specified demands logically fall.

Statesmen speaking for Great Britain and France have declared that President Wilson correctly stated the aims of the Allies.

Speaking for Germany and Austria, statesmen of the Central Powers have concurred in several of the fundamental principles laid down by President Wilson but have disagreed with respect to certain specified demands.

It is suggested that at this point in teaching minimum essential war facts it will not be advisable to stop and discuss in detail our war aims, even the four principles set up by President Wilson. The main fact is that the war has gone on in spite of the discussion of those principles and that every week of war has added to the Allies' conviction that there can be no lasting peace until after the German people have been convinced by physical defeat that wars of conquest and domination cannot succeed.

Later in the chapter on AFTER-THE-WAR NEEDS, after pupils and students have clearly and ineradically fixed in their minds the essential facts about war issues, war steps, war needs and war dangers they will be prepared for a brief summary of our war aims.

This summary which should be given at the time you are ready to present it to your classes will consist of the principles already laid down by President Wilson and endorsed by French and British statesmen, plus such modifications as the next few weeks may bring. See Part VII.

Part III

HOME-TOWN WAR FACTS

1. The military service age is over 21 and not yet 31.

(1) The age used is that on June 5, 1917; those who have reached 21 since then will be drafted early in 1918 if a bill introduced in April, 1918, is passed.

(2) All men over 21 and not yet 31 no matter what their health or their business, **were drafted for military service.**

(3) Because there were more men of military service age than were needed or could at once be used for service, **only those were called to service or selected, who could be used at once.**

(4) Drafting all men of military age and selecting them as needed, is called the **"selective draft,"** and was considered fairer than taking only all of one age or only men who volunteered.

(5) The selecting was at Washington, by lot, and carefully guarded so that favoritism would be impossible.

(6) All names of men drafted, that is all men of military age, were drawn and given a number which indicated the order in which they would be examined for fitness and selected or excused, e. g., exempted.

2. Three general reasons for being excused or exempted from military service are recognized, one physical, one financial, one industrial.

(1) Physical weakness, ill health, or other disability.

(2) Being necessary to the support of children or parents.

(3) Being in some industry or government service which is necessary to our war work and in which the selected man can do more for his country than by going into military service.

(4) Ministers and divinity students are exempted. (A pending law would make divinity students eligible.)

(5) "Conscientious objectors" are excused, if members of any well recognized organization on May 18, 1917, whose creed forbids its members to participate in war, or whose convictions are against war.

NOTE TO TEACHER AND READER.

From here on, home town war facts call for filling in by teacher or student. While of course not indispensable these home facts might better be learned precisely. In every locality some person known to the teacher will gladly help school or college fill in the blanks and bring facts up to date periodically.

By permission of *San Francisco Chronicle*

Three soldiers of the home trenches

3. For deciding who is exempt and who must serve, Local Exemption Boards were established each having 3 men.

(1) These Local Exemption Boards were appointed by state governors, one for every 30,000 inhabitants.

(2) Yours sits at.....; its members are .....

.....

(3) If your Local Board decides that a man ought to be exempted that case is settled; only evidence of fraud or of serious blunder will re-open the case.

(4) Because unfairness in exempting would clearly be unpatriotic and unjust, very few attempts to persuade boards to disregard evidence of fitness and to grant undeserved exemptions have been found, and they have been severely dealt with.

(5) If your Local Board refuses to exempt where request is made, your District Appeal Board of . . . members that sits at.....may be appealed to and may grant exemption.

(6) In very few cases relatively have District Appeal Boards reversed the decisions of Local Boards.

(7) Most of the work of the District Appeal Boards has been the settling of problems which the Local Boards were not sure they understood.

4. In your home town there were.....men of draft age June 5, 1917.

(1) .....have enlisted voluntarily.

(2) .....have already been called.

(3) .....have thus far been exempted.

(4) .....remain subject to future selection or call.

(5) .....have already gone to Europe or to sea.

(6) .....all told are in the army.

(7) .....all told are in the navy.

(8) .....are assigned to non-military duty.

(9) .....are officers.

5. **Where men have been rejected because of physical unfitness they are temporarily excused, not permanently exempted.**

(1) Some are put in training and brought up to physical fitness.

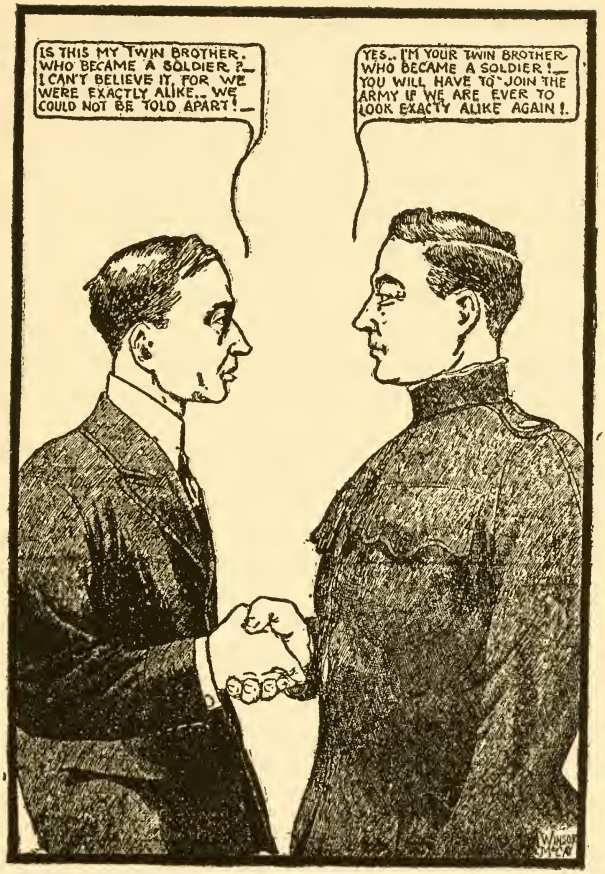
(2) Others are given non-military duties like clerking, investigating, purchasing, etc.

(3) A plan is projected for insuring attention, training, corrective exercises, surgical operations, etc., which will restore to service-fitness 90% of the drafted men who are unable to pass the physical tests.

(4) By this method in England only 4% of all men examined are finally rejected.

(5) Many disabilities such as those of defective teeth, eye trouble, abdominal trouble can be cured in a few days or a few weeks.

(6) Of such improvement of those physically below par the *New York World* has said: "If the regenerative power of good food, air and exercise is made fully available to many thousands of men in the second rank of physical fitness, the nation will gain an increment of strength and self-confidence that will be some compensation for the cruel losses of battle."



(c) By permission of *New York Journal*

A war lesson for industrial hygiene

6. In addition to furnishing its share of men your town was asked to raise its share of money for purchasing liberty bonds, for purchasing war saving stamps, and for supporting the Red Cross.

Fill in the following blanks, the first with what your town was asked to raise and the second with what your town did raise.

Allotted

(1) $.....asked for first liberty bond—loaned $....

(2) $.....asked for second " " —loaned $....

(3) $.....asked for third " " —loaned $....

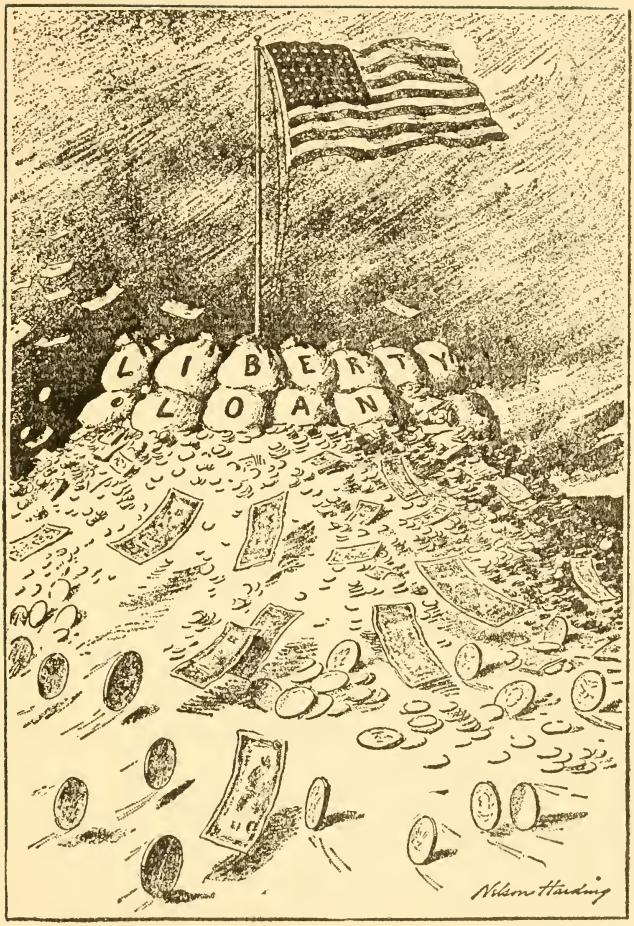
(4) $.....asked for war saving stamps—loaned $....

(5) $.....asked for Red Cross.....—given $....

(6) .....memberships asked for Red Cross gained .....

(7) The annual cost of operating your home town is [in nearest thousands omitting hundreds, tens, dollars and cents] $..... which is $..... more or $.....less than the first war year's bond purchases and $.....more or $.....less than its total spent for all war purposes, liberty bonds, war saving stamps, and Red Cross.

(8) In addition to these voluntary loans and gifts the citizens of your home town will pay on last year's incomes a national income tax estimated [by some banker or editor] at $.....



(c) By permission of *Brooklyn Eagle*

Did you help build the fort?

7. As their share in helping the nation understand and conduct the war your home town schools have carried on three kinds of war activity: things to learn, things to make and things to do.

(1) Pupils have been asked to **learn** [write list below]

(2) Pupils have been asked to **make** [write list below]

(3) Pupils have been asked to **do** [write list below]

8. By observing wheatless and meatless days your home town has saved about.....loaves of bread and.....pounds of meat for our soldiers and our Allies.

(1) This means bread enough for one child of your own age in an allied country.....days and..... meals or for 1000 children.....days and..... meals.

(2) This means meat enough for one child of your own age in an allied country.....days and..... meals or for 1000 children.....days and..... meals.

9. To save coal your home town stopped its factories and business buildings, theatres, etc., ... days.

(1) You thus saved about.....tons of coal.

(2) Your school tagged.....shovels of coal.

10. To increase the production of food your home town planned as war service.....more home gardens in 1917 than in 1916.

(1) The total number of home gardens was.....

(2) The total acreage was about.....

(3) The total value of the garden produce thus saved was estimated at $.....

(4) Enough produce was raised for.....meals for 100 soldiers.

(5) Of this total it is estimated that school children produced $..... or ....%.

(6) Persons responsible for the success of home gardens in 1917 numbered .....

(7) For 1918 ..... extra war gardens are planned with about ..... acres in all and about ..... home gardeners.

11. The Red Cross in your home town has..... members with headquarters at No. ..... St. or Ave., or at.....

(1) The president is .....

(2) Its members now are ....% of the population.

(3) Its Junior Red Cross membership is.....

(4) It raised $..... for Red Cross war work.

(5) It received from the National Red Cross for home town war work $.....

(6) It has ..... different kinds of activities in which ..... different people are taking active part.

(7) Its report for the first war year shows that..... persons participated in active work and total articles were given or made as here summarized for each activity:

12. Publicity of war facts has been partly through school instruction, partly through public meetings, partly through magazine news and editorials, partly through government bulletins sent to your home town, and partly through word of mouth.

(1) The schools in your town have taught war facts in assemblies and classes as follows:

(2) The principal meetings about war facts have been these:

(3) Papers and magazines which circulate chiefly in your town are these:

(4) To make it easier to see what magazines and newspapers contain about war facts our libraries have taken these steps:

(5) The government war bulletins chiefly used in schools include these:

(6) The chief liberty bond and other bulletin board advertisements were these:

(7) Man to man discussion of war facts and war needs has especially emphasized the following problems and incidents:

Part IV

HOME STATE WAR FACTS

1. Toward doing the work of this war the governor and legislators of your home state promptly and without reservation pledged their hearty support and that of your home state to the central national government at Washington.

2. To help home towns cooperate with one another so as to get the best results from each town's efforts, your home state has central offices and committees for each section of war work.

(1) The chief state appointed agencies for war service are
   (a) State war council.
   (b) State council of defense.
   (c) State health board or executive.
   (d) State school board or executive.
   (e) State citizens' committee.

(2) Two nationally appointed state agencies are
   (a) State food administrator.
   (b) State fuel administrator.

(3) "In unity there is strength" is the reason why there are state committees to unify the work and knowledge of local committees.

(4) There is the same reason for state centers of information, advice and decision that there is for the telephone central, namely, it makes it possible for a great many people or localities to use the same facilities.

(5) The same information or criticism or suggestion or request can, when properly used in a state central office, answer questions or meet difficulties for 5 or 500 different home towns.

(6) The way the switchman can keep a dozen trains from running into one another by sending each on its own terminal track or side track, shows in another way how state headquarters can keep many kinds of war work helping one another and can prevent them from running into and obstructing one another.

(7) Wherever a great many people or a great many localities try to do the same kind of work without establishing some central clearing house or train despatcher or telephone central they waste a great deal of money, time, energy and opportunity.

(8) Because national government is a union of states and not merely a combination of individuals within states it is advisable for legal reasons as well as for reasons of convenience and despatch that the government at Washington deal with individuals and home towns by way of their state governments.

(9) State governments have nothing to do with making war or deciding how many men or how much money shall be contributed toward war.

3. Like every other state your home state has its war council appointed by the governor to help in dealing with your state's war problems and war needs.

(1) Your council consists of.....men and.....women.

(2) For its work $.....has been voted thus far by your legislature.

(3) It has.....different committees as follows:

(4) Its principal services to date have been as follows:

4. Your home state also has a council of defense appointed by the governor to help inform and to stimulate public interest.

(1) Your state council of defense has.....members already.

(2) It aims to have at least one local representative in every home town.

(3) Your home town membership is.....

(4) The principal work of your home state's council of defense thus far has been:

5. Your home state legislature serves chiefly in two ways: by passing laws to protect workers particularly children and women and soldiers against wartime evils and by voting funds for state war work.

(1) War time zeal to increase production has led many industries and individual employers to work their employees overtime.

(2) The need for workers and the high salaries paid for them has encouraged many employees themselves to welcome overtime.

(3) Many adults and children who in ordinary times are considered unfit for employment, now seek work and are sought by work.

(4) Because temporarily individual employers or employees have desired benefits from lowering the standards of employment for women and children, many state legislatures have been asked to suspend state labor laws during the war.

(5) Where peace time laws against working young children or women or others beyond their strength have been set aside because of war emergencies it has almost always been found that not only were these workers injured but their families suffered as well.

(6) Because there is an active national child labor committee with state branches every legislature has also been asked not to suspend labor laws on the ground that this will really reduce the state's ability to do its share of war work.

(7) In your home state the legislature has thus far made the following changes in its state labor laws because of war conditions:

(8) You should learn whether other war emergency legislation has been passed by your home state legislature and what it is.

(a) To control or abolish saloons.

(b) To control and improve recreation in camps and in cities near camps.

(c) To provide for other emergency conditions such as riots.

(d) To improve school work.

(e) To insure universal military training.

6. The principal advances in your home state's health work in order to meet war conditions have been the following:

7. The principal advances in your home state's school work in order to meet war conditions have been as follows:

8. To save food your home-state food administrator has headquarters at.....with .....district branches.

(1) Wheatless and meatless days are known to have been observed in.....localities of your home state.

(2) It has been estimated that.....loaves of bread and.....pounds of meat were saved.

(3) In counting food saved the right way is not to subtract this year's total consumed from last year's total consumed but instead to state the total quantities of these foods not eaten on wheatless and meatless days.

(4) In many families the total amounts of wheat, beef and pork consumed during the first war year were greater than for the year before in spite of strictly observing wheatless and meatless days, because breadwinners who earned more and worked harder ate more and needed more on other days; **but this fact only accentuates the importance of the saving.**

(5) Had there been no meatless and wheatless days .....more loaves of bread and..... more pounds of meat would have been consumed in your home state.

(6) That means that by observing the meatless and wheatless days your home state saved enough bread for.....meals and enough meat for..... meals for 100 Belgians or Italians or French or British allies.

(7) To increase the production of foods your home state food administration worked hard both for home gardens and for larger acreage to be planted in grains and to be used for raising pigs and cattle.

(8) .....more home gardens were planted in your home state last year than the year before with about.....more acres of land.

(9) It is estimated that the home garden product raised last year was worth $.....

(10) This year effort is being made to have..... home gardens with.....acres.

(11) Last year.....more acres of farm land were planted with grain, potatoes and other foods than the year before.

(12) Food supplies.....% greater in quantity were raised last year on your home state farms than the year before.

(a) Of wheat.....more bushels were raised.
(b) Of oats.....more bushels were raised.
(c) Of corn.....more bushels were raised.
(d) Of rye.....more bushels were raised.
(e) Of potatoes.....more barrels were raised.
(f) Of hay.....more tons were raised.
(g) Of cattle.....more head were raised.
(h) Of hogs.....more head were raised.
(i) Of eggs.....more gross were raised.

9. To save fuel and to distribute it where it is most needed your home state has a state fuel administrator with headquarters at.....

(1) It is estimated that last winter your home-state, by stopping factories and other business not essential to home or war purposes, saved on coal-less days, not less than.....tons of coal.

(2) Not all states were asked to stop using coal. If your state was exempted, state the reason why here:

10. Your home country looks to your home state for.....men or.....% of all men selected for military service, and for.....% of all money to be loaned through purchasing of Liberty Bonds.

"SHALL WE BE MORE TENDER WITH OUR DOLLARS THAN WITH THE LIVES OF OUR SONS?"

W. G. McAdoo

SECRETARY OF THE TREASURY

Part V

HOME COUNTRY WAR FACTS

1. Unlike most of the European nations which have taken part in this war our country had to start to prepare for fighting after she decided to fight.

(1) While Great Britain was prepared to fight with her navy, she had to prepare her army after she decided to fight, August 4, 1917.

(2) We had on April 6, 1917, in our army and navy about 320,000 soldiers, sailors and officers.

(3) We knew we must arm and train several millions.

(4) In addition to securing the fighting men we must secure (a) the other army of men behind the fighting men, the camp builders, the engineers, the cooks, and the doctors and (b) the food and supplies and equipment of both these armies.

(5) Never in the history of the world did a nation undertake so big a task with so little advance preparation.

Chapin, in *St. Louis Republic*

2. War found our country unprepared for war because we had mistakenly believed preparedness unnecessary and undesirable.

(1) With oceans separating us from the rest of the world and with Canada our principal home neighbor, our people have for generations believed that we were safe from foreign attack and entanglement.

(2) The world had seemingly recognized the Monroe Doctrine so that armaments were not thought necessary to protect Latin America from aggression by foreign powers.

(3) We had only peaceful, friendly feeling for the rest of the world, and took it for granted that other nations had only friendly, peaceful feelings toward us.

(4) For any foreign difficulties that our people thought reasonably possible, we had a creditable though small navy to protect our shores.

(5) It seemed inconceivable to us that we should ever want to send an army across the ocean or that foreign powers would wish to incur the expense and risk of sending an army here.

(6) Ever since Washington's time we had cherished the tradition that we should keep away from and out of European or other foreign quarrels.

(7) We had congratulated ourselves repeatedly that we were not compelled to share the tremendous war burdens from which European nations seemed to be suffering.

3. During our first war year we spent nearly ten billion dollars, of which $4,500,000,000 was loaned to our allies and four and a half billion was spent in equipping an army of over one million men, building ships, manufacturing munitions, making airships, paying for transportation, protecting health, etc. Typical first year results follow in nearest hundreds:

(1) Over 500,000 men have been sent to France.

(2) The number of army officers increased from 9,500 to 123,800.

(3) The number of enlisted men increased from 202,500 to 1,528,900.

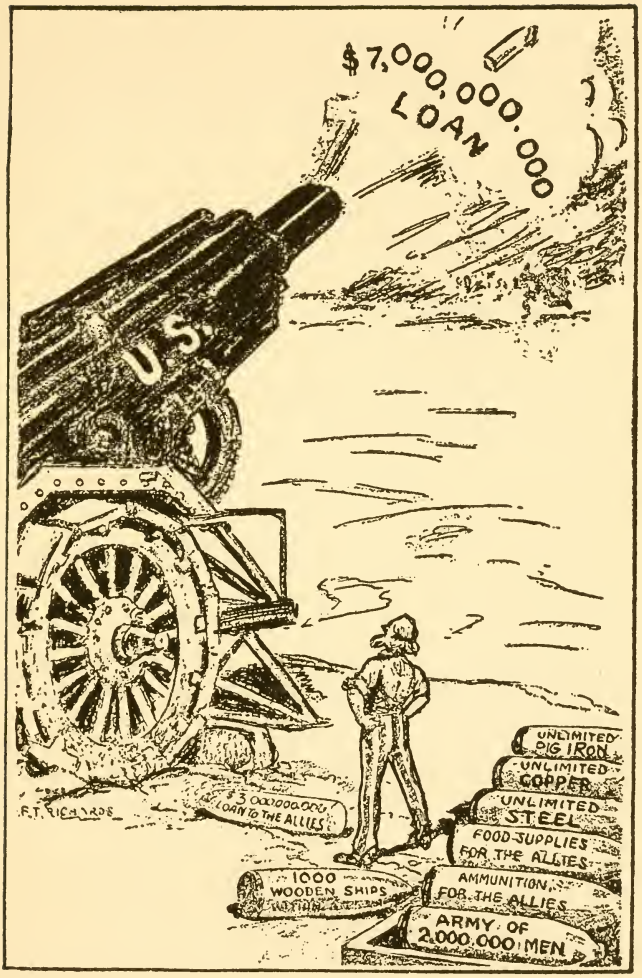
(4) The number of naval officers, all branches, increased from 4,800 to 21,000.

(5) The number of enlisted men in the navy, all branches, increased from 102,500 to 332,100.

(6) General Pershing's first contingent of troops landed in France eighty-eight days after the declaration of war.

(7) Within two weeks of April 6, 1917, contracts had been let for supplying an army of 1,000,000 men with materials totaling 8,700,000 items.

(8) Within three weeks after the enactment of the Selective Draft law our entire male population within draft age—about 10,000,000 men—registered before some 4,000 boards.



(c) By permission of *Philadelphia North American*

A 3,000 mile long range gun

(9) In the ordnance department, which supplies ammunition and weapons, the total number of officers and employees jumped from 259 to 13,900; the war ordnance expenditure jumped from about $13,000,000 a year to that much a day!

(10) For naval ordnance the annual peace time expenditure of $30,000,000, increased to $600,000,000.

(11) Already motor trucks are being manufactured at the rate of 1,150 per month.

(12) $640,000,000 was voted for aircraft construction and training of aviators.

(13) Money for building a thousand war ships was voted.

(14) 109 interned German ships, whose crews thought they had damaged them beyond repair, have all been repaired and are in service,—the larger ones as transports, and others as supply vessels.

(15) $100,000,000 has been spent in building large docks and training men for the navy.

(16) Our wireless service is now the most extensive in the world.

4. To prevent waste, to keep down prices, and to be sure that our Allies and our own people were supplied with bread, the government has controlled the sale of wheat.

(1) After study by a special commission $2.20 was recommended by the President "to be a fair price to be paid in government purchases" for wheat in Chicago; points farther from wheat lands pay $2.20 plus additional transportation costs; points nearer pay $2.20 less the difference in transportation cost.

(2) The millers of the country (3,184 mills) recognizing this as a fair basic price voluntarily agreed to pay no more, e. g., voluntarily agreed not to force up the price for our public and our Allies by competition.

(3) The U. S. Grain Corporation was organized by the U. S. Food Administration with headquarters in New York City and branches in other principal cities to learn daily where wheat is in elevators or being transported, and to make purchases or sales.

(4) The only wheat regarding which daily reports are not secured is that still retained by farmers.

(5) Daily and weekly reports are voluntarily furnished by millers telling how much wheat has been made into flour and to whom flour has been shipped after reserving half of all flour for the government and the Allies who purchase all grains and flour only from our Grain Corporation.

(6) The Grain Corporation has a single head for execution, but all policies are determined by a committee of 17 former grain handlers who gave up all connection with private grain business and now manage the 14 offices of the government's grain business.

(7) If there had not been a price fixed for wheat and if the wheat supply had not been controlled by the government, it is estimated that it would have been necessary this last winter to pay 25c. a pound for bread.

5. To save food and to prevent food prices from soaring to unreasonable heights, the U. S. Food Administration was organized.

(1) It has a single head.

(2) It has no legal power either to fix prices or to forbid the use of meat or wheat on certain days.

(3) Nevertheless its effect has been to stabilize the prices of certain essential foods and to secure nation wide wheatless and meatless days.

(4) If during this last "crop year," i. e., July, 1917 to July, 1918, our pre-war rate of consumption had continued, we would have had a surplus of only 10,000,000 bushels of wheat. Thanks to voluntary abstention and government purchases, in nine months, up to April 1, 1918, we sent 78,000,000 bushels of our wheat to the Allies.

(5) It is expected that between April and July this total sent to the Allies will reach 120,000,000 bushels or **twelve times the normal surplus at our pre-war rate of consumption.**

(6) Moreover, besides sending 1,533,000,000 pounds of beef and beef products and 6,742,000,000 pounds of pork and pork products to the United Kingdom, France, and Italy between July, 1914, and March, 1918, we have been increasing our farm animals: on Jan. 1, 1918, we had 7,856,000 more farm animals than on Jan. 1, 1917; 390,000 more cows, 1,857,000 more other cattle, 1,284,000 more sheep, 3,871,000 more swine!

(7) Food dealers have co-operated in keeping prices far below what they would be if competition were unrestricted.

(8) **It is democratic, popular, open-eyed co-operation,** not autocratic official regulation, **which has limited prices and effected huge savings.**

(10) Federal and local investigators have found proof of shocking and unpatriotic waste in garbage cans.

(11) Restaurants and retail and wholesale food dealers have been compelled to stop their business entirely or for three days or three months as a penalty for profiteering in food prices or for not obeying rules.

(12) In March, '18, our Food Administration shipped to the Allies about 15,500,000 bushels of wheat and its products; about 16,200,000 bushels of other grains and their products; about 80,000,000 pounds of beef products, and about 200,000,000 pounds of pork products.

(c) By permission of *New York Evening Mail*

6. To make sure that neither the Allies nor any part of our country should suffer for want of coal or because of too high prices, the U. S. Fuel Administration was created.

(1) The Fuel Administration has a single head to make final decisions.

(2) The price of coal at the mines was fixed.

(3) The fuel administrator at Washington and his different state representatives decided where coal should be sent; for example, they diverted coal originally bought for New York to New England states.

(4) "Tag days" were organized in public schools to interest coal users in using as little coal as possible.

(5) State Fuel Administrators put signs in hotels, such as, "Don't try to heat all outdoors," "Don't waste hot water," "Turn off the lights and save coal."

(6) If there had not been a price fixed for coal, if there had not been coal-less days and if the coal supply had not been controlled by the government, it is estimated that it would have been necessary to pay three or four times as much for coal last winter and many sections of the country, and the poor everywhere would have gone without.

(7) By "saving daylight," e. g., by turning the clock ahead one hour it is estimated that our country will save 1,000,000 tons of coal from April to October.

7. To prevent circulation of information which would aid the enemy a national censorship was established; and to further the understanding of war needs and war dangers by our own people, the U. S. Committee of Public Information was created with headquarters at Washington.

(1) All news about the war is subject to censorship; if disapproved, the agency whether newspaper, magazine or book publisher may be refused the use of the public mails or may be entirely suspended during the war.

(2) All cable, or telegraphic news coming into this country from war countries or going out from this country to foreign countries must have the approval of the censor before it is issued.

(3) The same applies to all wireless communications.

(4) Since the beginning of the war only government controlled wireless stations have been permitted; and all wireless stations that have escaped this control, have, wherever discovered, been dismantled and made incapable of transmitting messages.

(5) Many free bulletins have been issued by the Committee on Public Information to summarize important information which it was thought the public or school children ought to know.

8. To get the utmost war service from our transportation facilities, the government took over all the principal railroads, many smaller railroads, several local electric railroads and most of our shipping.

(1) The Secretary of the Treasury was made Director General of the railroads; like the Grain Corporation, the Food Administration, and the Fuel Administration, this central control of railroads has a single head for decisions and direction.

(2) Through the period of the war and 21 months thereafter, the country's railroads will be managed as one system all of whose parts cooperate with one another, instead of as a hundred systems competing with one another.

(3) By this method cars are used for war purposes first, including the shipment of troops, supplies and ammunitions for troops and then for products essential for war industries.

(4) Numerous wasteful and non-essential practices have been stopped: for example, one woman was refused permission to have a private car carry her for a visit to her husband even though she paid the government as much as a carload of passengers would pay; unnecessary advertising and agents for "drumming up" business are abolished; time tables are to be economically printed and distributed, etc.

(5) Competent railroad officers and employees were retained.

(6) Railroad employees' wages were raised $350,000,000 a year because of the increased cost of living.

9. That the public schools can do nothing more helpful to the country in this crisis than to do their school work well has been asserted by cabinet officers and the president.

(1) High school boys are urged to remain in school until graduation so as to secure the fullest possible preparation.

(2) Schools are urged not to shorten their terms unless they can do so without decreasing the amount of work done, as, for example, by holding school Saturday forenoons.

(3) The part which schools have taken in war activities—teaching patriotism and war facts, selling war bonds and war thrift stamps, tagging coal shovels, increasing and saving food supplies, making badges—has strengthened the educational work of schools.

(4) "We can not hope to have 'school as usual' any more than we can expect to have 'business as usual.' . . What has happened during the last four years is of greater importance than all that happened in any century preceding. . . Education is preparation for life, and we get that preparation largely through sharing in present-day activities. Never was there such opportunity to teach history, civics, and economics in a way that will appeal . . and show our young people how to serve." *California state education department's bulletin.*

10. "Many heads for counsel and single heads for decision and action" has been the lesson learned by trying to do the colossal amount of new work undertaken during the first war year.

(1) Haste makes waste in war preparation, in war purchases, and in war manufactures as it does in peace performances.

(2) After much experimenting it became clear that there was much loss of time and waste of money in having several different individuals or several different committees responsible for action.

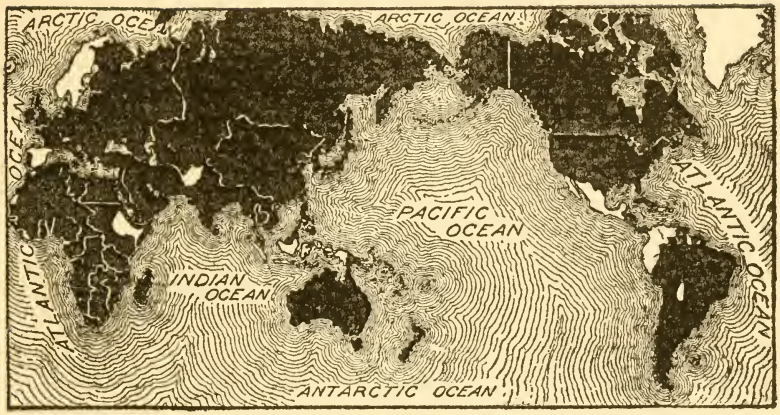
(3) Because single heads mean that responsibility and power are definitely located, the tendency has been to put single heads in charge of important war services,—Fuel Administrator, Food Administrator, Grain Corporation's president, Director General of Railroads, purchase of materials for the war department, manufacture of aircraft and of emergency fleet, etc.

(4) Mistakes have been made and costly mistakes too, but thanks to the frank public discussion which helps officials get information about their own results and about public opinion, our mistakes have been frankly studied and methods have been and are being adopted for avoiding similar mistakes in the future.

(5) Before any pupil or student can profitably study war mistakes he needs to know such facts as are here given about the colossal task that our home country undertook and its colossal accomplishments under the great difficulties of unpreparedness.

Part VI

WORLD WAR FACTS



Eclipse of peace [still white] by world war ■

1. This is a world war because all but a very small part of the world has voluntarily or involuntarily taken active part in it and every part has suffered from it.

(1) The only nations that have neither gone to war nor severed formal friendly, i. e., diplomatic, relations with the powers at war are the few that are shown in white above, taken by permission from *The World Book*, page 6154, but corrected to April 26, 1918.

(2) Even the remotest parts of South America suffered immediately and continued to suffer because war in Europe cut off communication between South America and Europe; took away European markets; stopped European supplies of goods needed in South America; sent skyward South American prices; and caused many failures and panicky conditions everywhere.

(3) Neutral nations living near to the scene of war have been in constant fear that they would be drawn in, have suffered from swollen prices and from interrupted trade.

(4) While it is true that some neutral nations have made vast sums of money by selling goods to warring nations it is also true that only a favored few—profiteers—in these neutral nations have made these excessive profits and the majority of people have suffered for the necessities and comforts of life.

(5) This war has proved that all parts of the world are so intimately connected in the mutual beneficial associations of peace that any nation which starts a war brings loss, danger and suffering to all other nations.

(6) The nations which since 1914 have declared war against one or all of the Central Powers,—Germany, Austria-Hungary, Turkey and Bulgaria, are the following: Serbia, Russia, France, Great Britain, Belgium, Montenegro, Japan, Italy, San Marino, Portugal, Roumania, Greece, United States, Cuba, Panama, Siam, Liberia, China, Brazil, Guatemala, Uruguay.

(7) Diplomatic relations had by April 30, 1918, been broken by the following other powers: Bolivia, Honduras, Nicaragua, Costa Rica, Haiti, Peru, Chile, Argentine.

(8) Our country has not yet declared war against Turkey or Bulgaria although we are actually fighting their allies and their troops, for reasons not yet published.

2. This world war is a struggle for supremacy between two radically different ideas of national and international government, the one, government by might and domination, and the other, government by cooperation and consent of the governed.

(1) The chief representative of government by might is Germany which itself is dominated by a military autocracy.

(2) The chief representative of government by cooperation, by consent of the governed, by public discussion is the United States.

(3) Other democratically governed nations among our Allies differ in degrees of popular participation in actual government but agree on the two principles that one person's vote counts for as much as any other person's vote and that popular vote should determine government policies and acts.

3. So universal is the popular belief that in our day and age the world should be governed by cooperation and self-government and not by domination and autocratic government,—by the consent of the governed and not by force,—that not even the German government dared to tell its people that it was beginning a war of conquest.

(1) The German government told its own people that it was going to war in self defense.

(2) Austria-Hungary's government told its people that war was forced upon it by a conspiracy of the Slavs, including Russia.

(3) Wherever lust of power or of territory has been one of the motives for entering this war, governments have camouflaged this motive under talk of self defense.

4. Germany's contention by word and by war methods that international treaties and agreements are but "scraps of paper" epitomizes better than any other one single thing the meaning of this war.

(1) "Only a scrap of paper" is what the German chancellor, von Bethmann-Hollweg, called Germany's pledge to respect and protect the neutrality of Belgium.

(2) The statement was made Aug. 4, 1914, to England's ambassador to Germany, Sir Edward Goschen, when he declared that England must go to war if Germany should send an army through Belgium to attack France.

(3) It was because Belgium, Great Britain, and France refused to consider international treaties as scraps of paper to be forgotten whenever self-interest tempted them that little Belgium risked annihilation, that unprepared France risked devastation, and that Great Britain refused to keep out of the war.

(4) As "scraps of paper" Germany and her allies have treated innumerable agreements with other nations and innumerable standards of civilization.

(5) Destroying civilians, women and children in unfortified towns; sending non-combatants to the bottom of the ocean by submarine ruthlessness; giving Turkey's fiendishness free rein in exterminating the Armenians; fomenting conspiracies within friendly nations and hostilities between friendly nations are all fruits of Germany's contention that sacred promises are only scraps of paper and that national ambition knows no law but the law of might and domination.

5. Germany welcomed an excuse for starting this world war in August, 1914, because her military leaders believed her so well prepared and other nations so ill prepared that in a few months the war would be over and Germany overwhelmingly triumphant.

(1) The German emperor promised his people that their army's next Christmas dinner would be eaten in Paris.

(2) Had things gone according to Germany's careful plans, Paris would have been taken and within three weeks.

(3) Had it not been for Belgium's unexpected resistance France and England could not possibly have stopped the German invasion.

(4) Proof was later reported to the Reichstag by a member that a war council was held in Potsdam, July 22, 1914, at which it was decided that conditions were ripe for the blow which Germany had been planning for years.

(5) Every day of the war has proved the unpreparedness of other nations and Germany's preparedness in 1914.

(6) All of the great powers of Europe except Germany seem to have regarded their huge military expenditures as premiums to insure peace and to have believed that Europe's war power was so evenly balanced that only some terribly serious disagreement could possibly provoke a war between great powers.

6. Germany was the only large European nation whose statesmen had a plan for national expansion which could not be accomplished peacefully by service, without aggression and a world war.

(1) Pan-Germanism was the name given to Germany's far-reaching plan for gaining control of lands containing coal, iron and copper mines, oil wells and grain fields, ports on the sea and dependent markets.

(2) Pan Germanism coveted not only Central Europe, parts of Russia, and rich lands in Western Asia, but ultimately extensive parts of Africa and South America.

(3) While several Balkan states wanted to get lands which they had formerly held or lands inhabited by their race, the larger European states felt able to confine any conflagration that might break out in the Balkans to the Balkan states as was done in 1913.

(4) While Italy for racial reasons and national pride regretted its loss of Trieste and other lands about the Adriatic to Austria, it had so little thought of trying to take those lands by force that it was actually in an alliance with Austria and with Germany.

(5) While the French lamented and resented the loss of Alsace-Lorraine to the Germans in 1871 and while there was vague and romantic hope that some time these provinces would be restored, no serious minded person in France dreamed of disturbing the peace of Europe to get them back.

(6) While Russian statesmen had for centuries longed for control of the Dardanelles and free and safe access to the ocean, no one in Russia seriously believed that this could be gained by attacking a great European power.

7. The incident which served as an excuse for starting this war was so small compared with the world consequences that it may properly be likened to the cow which kicked over the lamp which caused the fire which razed Chicago in 1871.

(1) The heir to the throne of Austria-Hungary and his wife were assassinated in a city within Austria-Hungary itself June 28, 1914.

(2) The murder took place in Sarajevo, chief city of Bosnia.

(3) The people of Bosnia are Serbs and Slavs and with the Serbs and Slavs in Serbia had long claimed that Bosnia and Serbia should be combined as a Greater Serbia.

(4) Austria insisted that the murder of its crown prince and his wife was not an ordinary crime by individuals but was a political crime by a Serbian-Slavic society for the purpose of arousing the Serb and Slavic subjects of Austria in Bosnia against Austria.

8. For 25 days between June 28th and July 23rd, 1914, this murder was the subject of amicable correspondence between Austria and Serbia and of sensational but not serious speculation by a few newspapers and diplomats.

(1) On July 23rd, nearly one month after the murder, Austria sent to Serbia eleven demands with a haughty message requiring compliance within forty-eight hours.

(2) This order was not a politely worded request, but an arbitrarily worded ultimatum which among nations means war unless the ultimatum is obeyed.

(3) Ostensibly all that Austria wanted was the full cooperation of Serbia in discovering and punishing the persons who committed the murder.

9. Every step which any nation could take without debasing itself and confessing that it was no longer an independent nation Serbia took to comply with Austria's demands.

(1) To 10 of Austria's demands, in spite of their unfair, overbearing tone Serbia agreed; she would investigate, she would punish the conspirators if she could locate them as citizens of Serbia; and would disavow the action of such conspirators if they proved to be her subjects.

(2) Serbia refused as any nation will have to do so long as it calls itself an independent nation, to confess its inability to conduct an investigation of its own citizens and to let another nation not only investigate for it but be trial lawyer, trial jury and trial court.

(3) Serbia went further and offered, as few larger nations would have done, to submit the one point of difference between it and Austria to the International Court at the Hague or to the Great Powers.

(4) Austria's refusal to arbitrate this demand which its diplomats knew perfectly well was an extraordinary and insulting demand is the match that exploded the European war of 1914.

(5) Austria would not have dared touch this match, refuse this arbitration, or stand by its unfair proposal if it had not been assured of Germany's support because, as later results proved, Austria was not prepared to wage war independently.

(6) It is believed that German statesmen rather than Austrian statesmen penned the Austrian ultimatum to Serbia.

10. Russia as a great Slavic power took the side of the little Slavic power Serbia and began to mobilize her own troops.

(1) The rest of the story is like a moving picture: Austria threatened Serbia, Russia threatened Austria, Germany threatened Russia, France backed Russia, etc.

(2) Thus in a few days between July 23rd, 1914, and August 4th, 1914, the great world war came to a head, Austria declaring war on Siberia July 28, and Germany attacking Belgium August 4.

11. Every great nation directly concerned but Germany and Austria-Hungary tried to have this matter settled in an international court of arbitration without going to war.

(1) Serbia proposed it formally.

(2) Russia proposed it formally.

(3) Great Britain proposed it formally.

(4) France proposed it formally.

(5) The United States tendered her services.

(6) Other nations put out "feelers" or informal proposals of peace and tried substituting arbitration for war.

(7) When the history of this war's beginnings are written by posterity we shall be told whether nations tried for peace hard enough and publicly enough.

12. Had Germany not attacked little Belgium whose neutrality it had joined other nations in guaranteeing the war might have been confined to continental Europe, at least in its early stages.

(1) While England had a friendly understanding with Russia and France which was known as the Triple Entente she had not made any defensive alliance such as France and Russia had with one another.

(2) While England's foreign minister had notified Germany, July 31, 1914, that involving France in aggression would "draw in" England, it would have been vastly harder to arouse the British nations for France and Russia than for Belgium.

(3) It was not until Germany invaded Belgium with whom she was at peace as the shortest cut to France against whom she had declared war that Great Britain declared war against Germany, August 4, 1914.

(4) Great Britain's entering the war threw not only her wealth and determination against Germany and Austria but her navy which was twice as large as Germany's.

(5) Great Britain's entering the war because Germany had violated Belgium's neutrality and her own international promises also threw an overwhelming weight of right and idealism against Germany and Austria.

(6) Germany's excuses to her own people for violating Belgium's neutrality and her international agreement were two, one false and one true.

(7) The false reason was that Belgium had been secretly conspiring against Germany, which reason Germany herself later admitted was false.

(8) The true reason was that across Belgium was the shortest way and the easiest because everywhere else except back of Belgium France was strongly fortified against Germany.

(9) To Belgium's everlasting glory it should be remembered that Germany did not invade Belgium without trying to buy the right of peaceful passage with promises of adequate payment for any damage that might result.

(10) Belgium's reason for refusing this offer was that with her a pledge was not a "mere scrap of paper" and that her honor was not for sale.

(11) The treaty which Germany broke as a scrap of paper pledged Belgium to resist the violation of her neutrality by any nation, and also pledged Germany, France and Great Britain to help her defend herself against any invasion.

13. The most significant battle of this war up to April 15, 1918, was also one of the most significant battles of all history, namely the battle of the Marne, September 9, 1914.

(1) It was at the Marne that Germany's triumphal invasion was checked and her armies thrown back.

(2) Germany's well trained army had not only the advantage of up-to-the-minute training but the other tremendous advantage of victory after victory with the confidence that goes with victory.

(3) A final and tremendous advantage was the widespread conviction among the ill-prepared French and untrained English that of course the Germans must break through; in fact the French government had removed from Paris and civilians had been instructed to leave Paris.

(4) The Germans were within a day of Paris, their advance lines being able to see the Eiffel Tower.

(5) The ability of the French generals with all these odds against them to inspire their army with the "will to conquer" combined with the courageous cooperation of an inexperienced English army, ranks with the greatest demonstrations of history.

(6) **"My left flank has been rolled up; my right flank has been driven in; my center has been smashed; therefore I have ordered an advance along all fronts,"** expresses in memorable and unforgetable words the spirit that won the battle of the Marne.

(7) The above quotation is not quite authoritative but is given because it is the one most widely circulated in April, 1918, when General Foch of the French army was made generalissimo over all Allied armies in France. The exact words sent to General Joffre by General Foch before winning the Battle of the Marne, appear to have been: "My left has been rolled up, my right has been driven in, therefore I have ordered an advance along my front."

14. Another battle which mankind should never forget is the fortnight's battle or siege of Liege, August, 1914.

(1) Had the Belgians not successfully resisted Germany's attempt to reach France through their neutral lands, Germany would unquestionably, long before Christmas, have kept its boast to dine in Paris.

(2) No one can now know what a difference in the war and in the world's thinking about the war it would have made if France had been quickly vanquished according to Germany's carefully laid plans, as would have happened if France had not possessed a spirit which Germany's military engineers could not mathematically estimate.

(3) Because Belgium is so small, having only 8,000,000 people compared with Germany's 70,000,000 the world would not have condemned Belgium nor would it have been surprised had the Belgians failed to hold back the invading armies.

(4) All the greater glory is it therefore that with overwhelming odds against them and with the certainty of having their entire country devastated the Belgians decided to fight to the last ditch for the position of neutrality which international law had guaranteed and the honor which they themselves had pledged.

15. The country which thus far has changed the most because of the war is Russia where a revolution took place, deposed the czar and the autocracy and put control into the hands of laborers and peasants.

(1) The revolution was bloodless, that is, was accomplished without resistance by the royal family, the autocracy or the army.

(2) In spite of possible danger to the Allies' cause there was great rejoicing throughout the world when Russia became a democracy.

(3) The immediate reason for the revolution was a desire on the part of the people of Russia to punish government and army officers who had betrayed their country to Germany.

(4) When the army accepted and helped the revolution it was at first thought that Russia would fight harder than ever against the Central Powers.

(5) It was soon discovered that the revolution had come too late and that Russian management had been so corrupt and incompetent that for some time to come Russia could not be a serious factor in the war.

(6) Besides being war-tired, war-discouraged and war-confused Russia's peasants and laborers saw no reason for keeping up a war which had been started by the despotic rulers whom they had just dethroned.

(7) Unable to read and write, the Russian masses could not quickly be told the truth about the many ways in which their new liberties were more endangered by giving up to Germany than by fighting her.

(8) No effort was spared by Germans and Austrians to make friends of Russian prisoners and home publics so that the demand for peace would be stronger than the demand for supporting the war.

(9) No effective steps were taken by the Allies to have the Russian people understand the importance of continuing their fight against autocracy.

(10) In its treaty of peace with the Central Powers in February, 1918, Russia was forced to consent to its own dismemberment, that is, to the loss of several states.

(11) Russia has been in such chaos for two years that there is almost universal poverty, and business and farming have been disorganized and only halfheartedly conducted.

(12) Russia's collapse shows that self-government calls for ability as well as freedom.

16. Science and business have wrought marvels for this war, some wonderful, some diabolical:

(1) Fighting from trenches by all parties [revived after disuse for 400 years].

(2) Use of submarines by Germany and Austria to destroy without warning neutrals and noncombatants.

(3) Air raids upon unfortified cities, that is raining bombs from air ships upon unfortified cities by Germans and Austrians. (The use of airships for spying and attacking armies was demonstrated in the war between Italy and Turkey in 1913. Recent German announcements of air raids upon Paris always mention "the fortress Paris" because Germany's own people do not want the Allies to retaliate by attacking unfortified cities.)

(4) The use of stifling gases, liquid fire and gas masks, first by the Germans and later by the Allies.

(5) The use of "tanks" first by England, later by Germany.

(6) The bombarding of Paris by guns 75 miles away.

(7) The resort by the Germans and Austrians to barbarities long ago abandoned by civilized nations.

(8) The extensive and costly use by the Germans of pro-German propaganda in enemy and neutral countries.

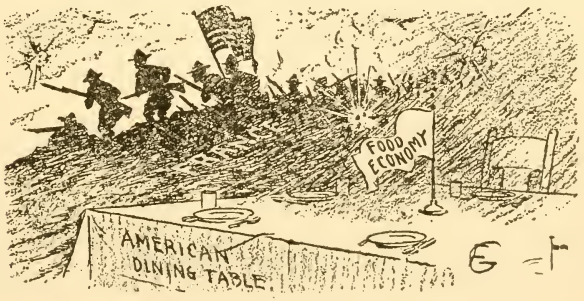
(9) Trench fever and cure for it and several important surgical discoveries and inventions for saving, remaking and retraining the wounded.

(10) **The colossal scale of private cooperation,** by women as well as men, with governments and armies in industry and through such agencies as the Red Cross, National Council of Defense, National Security League, religious associations, League to Enforce Peace, ambulance units, and corresponding European bodies.

(11) **Insurance by governments of soldiers and their families** against death or disability of breadwinner soldier or sailor.

(12) **Attempts by governments including our own to prevent "profiteering,"** that is charging extortionate prices, by fixing prices, controlling the distribution and limiting the consumption of goods necessary to life and to war work.

(13) **Canada's voluntary enlistment of 400,000 men out of a population of 7,000,000,** deserves, with Canada's other sacrifices and heroic efforts, a high place among this war's unforgetable demonstrations. **Had the same proportion of our nation volunteered for military service we would have had an army of over 6,000,000 men!**



Brown, in *Chicago Daily News*

17. In beginning and conducting its war against freedom, Germany with her allies has repeatedly violated International law, i. e., repeatedly acted contrary to many principles of Humanity and Justice which nations have for a long time recognized as mutually binding.

(1) Buying a neutralized nation's permission to send an army over its land to attack a nation with which it is at peace, as when Germany went through Luxemburg, is contrary to international law.

(2) Entering neutralized territory (i. e., made neutral by international agreement), as when Germany invaded Belgium, is contrary to international law.

(3) To sink neutral merchant ships tho not carrying contraband of war at sea is permissible if persons on board are removed to safety and if owners are reimbursed.

(4) Carrying contraband of war, as many of our ships did, is permissible; if ships are "caught in the act," their contraband goods may be confiscated, but officers and passengers may not be punished or killed.

(5) Bombing unfortified towns and poisoning wells or food are contrary to international law.

(6) Carrying civilians from their own country to an enemy country for forced labor is contrary to international law.

(7) International law is mutual understanding, sometimes evidenced by written agreements, understandings and pledges, but generally defined only by accepted International practices and customs.

Part VII

AFTER-THE-WAR NEEDS

1. The great peace treaty for which the world is praying will try to establish international safeguards against the future possibility of another such war.

(1) Carefully worded pledges of everlasting peace and friendship will be signed.

(2) Freedom of speech for all nations will be pledged.

(3) Promises not to make secret treaties will probably be made.

(4) Promises to submit all differences to an international court or commission for arbitration will probably be made.

(5) Disarmament by every nation signing the treaty will, it is hoped, be pledged.

(6) An international league to enforce peace and to prevent serious disturbances of peace is being urged.

2. The restoration of Belgium, a recognized neutral, will undoubtedly be provided for.

3. The two most difficult questions for peace makers are how to organize an international league to enforce peace, and how to readjust territorial boundaries—in the Balkans, Alsace-Lorraine, Russia—so that race hatreds and passion for revenge shall not be perpetuated.

4. The peace aims of our country have been stated by our President as four principles:

(1) "that each part of the final settlement must be based **upon the essential justice of that particular case** and upon such adjustments as are most likely to bring a peace that will be permanent;

(2) **"that peoples and provinces are not to be bartered about from sovereignty to sovereignty as if they were mere chattels and pawns in a game, even the great game, now forever discredited, of the balance of power;** but

(3) "that every territorial settlement involved in this war must be made **in the interest and for the benefit of the populations concerned,** and not as part of any mere adjustment or compromise of claims among rival states; and

(4) "that all well defined national aspirations shall be accorded the utmost satisfaction that can be accorded them **without introducing new or perpetuating old elements of discord and antagonism that would be likely in time to break the peace of Europe and consequently of the world."**

5. Fourteen specific demands have been listed by our President to help the rest of the world picture our country's war aims:

1—Open covenants of peace without private international understandings.

2—Absolute freedom of the seas in peace or war except as they may be closed by international action.

3—Removal of all economic barriers and establishment of equality of trade conditions among nations consenting to peace and associating themselves for its maintenance.

4—Guarantees for the reduction of national armaments to the lowest point consistent with domestic safety.

5—Impartial adjustment of all colonial claims based upon the principle that the peoples concerned have equal weight with the interest of the Government.

6—Evacuation of all Russian territory and opportunity for Russia's political development.

7—Evacuation of Belgium without any attempt to limit her sovereignty.

8—All French territory to be freed and restored, and reparation for the taking of Alsace-Lorraine.

9—Readjustment of Italy's frontier along clearly recognized lines of nationality.

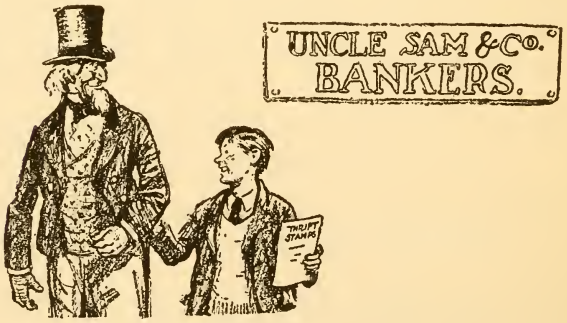
10—Freest opportunity for autonomous development of the peoples of Austria-Hungary.

11—Evacuation of Roumania, Serbia and Montenegro, with access to the sea for Serbia, and international guarantees of economic and political independence and territorial integrity of the Balkan states.

12—Secure sovereignty for Turkey's portion of the Ottoman Empire, but with other nationalities under Turkish rule assured security of life and opportunity for autonomous development, with the Dardanelles permanently opened to all nations.

13—Establishment of an independent Polish state, including territories inhabited by indisputably Polish population, with free access to the sea and political and economic independence and territorial integrity guaranteed by international covenant.

14—General association of nations under specific covenants for mutual guarantees of political independence and territorial integrity to large and small states alike.



(c) Kirby in *New York World*

6. Physical training will, in the future, be given attention as never before.

(1) Physical examinations of drafted men showed neglect of weaknesses and dangers that unfit men for peace industries and enjoyments as well as for war.

7. Men disabled by the war will not be treated as pensioners or objects of public charity but will be given education which will enable every one to take a man's place in the nation's business.

8. Our country's great foreign problem immediately after the war will be trying to find markets for our surplus goods.

(1) We cannot longer afford to neglect Latin America.

(2) We must study our opportunities in Russia where there will be unparalleled development.

(3) Our chance of surpassing other countries will depend largely upon our studying how we can be of help to other countries by buying what they want to sell and what we need from them as the shortest cut to getting them to buy what we want to sell.

9. The world's wartime experience with limiting private profits from the sale of necessities will lead all nations, including our own, to demand a more equitable distribution of the nation's necessities and opportunities.

10. Our schools will be expected to teach their pupils and our public how to apply war learned lessons to peace conditions.

(1) The essential facts of sex hygiene will be taught as a matter of course in the upper grades of the elementary schools and high schools and with great care in teacher training schools. **Many teachers are proving the practicability of such training to sexes separately and to individuals by physicians, nurses and prepared teachers.**

(2) "Profiteering" will be described as any action which sacrifices public welfare to private gain.

(3) The service and patriotism of saving will be taught by precept and practice.

(4) The simple rules of economics and political science will be universally taught not as they are now carefully taught merely in colleges to those who elect them, but in all American schools.

(5) New impetus will be given to the teaching of history with the hope of starting all school children with the essential truths about this present war.

(6) New impetus will be given to the teaching of civics as the art of open-minded, open-eyed, honest citizenship.

(7) The sacredness of all treaties and promises will be taught as one of the first elementary facts of patriotism and citizenship.

Part VIII

PATRIOTIC INFORMATION
FOR
COMMENCEMENT EXERCISES

Official poster, Third Liberty Loan, April, 1918

Posters and cartoons can be helpfully used as illustrative material for exhibits, addresses, oral composition demonstrations, and "spelling down" tests

1. War Fact Tests for Promotion and Graduation can be used in many ways to make commencement exercises not only patriotic, but entertaining and informing.

2. Home pupils, home teachers, home school trustees, home business men will welcome concrete aids towards their commencement parts.

3. "Community singing" that includes parents and other guests will be a great success if made easy.
   (1) If at first the spirit lags start with the chorus, perhaps letting one or a few children show how "the tune" goes; as thousands of schools are proving, this wins the audience surely—everybody likes to sing his love of country.
   (2) If you cannot distribute printed or typed copies, show "the chorus" on a screen, or else paste or print it on sheets or boards in letters large enough to be seen by all.
   (3) America, The Star Spangled Banner, The Battle Hymn of the Republic, and Columbia are the minimum essentials.
   (4) Use other old familiar patriotic songs.
   (5) New songs include Over There, Joan of Arc, Where Do We Go From Here Boys, Keep the Home Fires Burning, etc.

4. Have ten reasons why we are at war stated by the main speaker, by one pupil, or by ten pupils—each taking one of the heavy black points in Part I.

5. Have a "spelling down" contest to see which pupils and which guests can stand up longest.
   (1) Instead of pronouncing words as in spelling bees ask war questions.
   (2) Ask first for those war facts which everyone has had a chance to know.
   (3) The old-fashioned method of choosing sides will increase the number who can easily "play" and will entertain onlookers.
   (4) Try the graduating class "against the field," that is, against other classes or guests.
6. Have those graduates who are to read essays or deliver orations choose war fact subjects; or choose for parts those who write the best essays or orations on war fact subjects like these:
   (1) What our school (our town) (our state) has done to help our country win the war.
   (2) The sacredness of international and business contracts.
   (3) The world must be safe for Democracy.
   (4) What patriotism means to Americans.
   (5) Belgian honor and bravery.
   (6) The Battle of the Marne's lessons.
   (7) The world at war; chalk talk by pupils.
   (8) Why food will win the war.
   (9) The principal inventions of this war.
   (10) One head for direction; many heads for counsel.
   (11) Why our country was unprepared for war.
   (12) Why our country could not stay out of war.
7. For special commencement help or further suggestion address Institute for Public Service, Wm. H. Allen, director, 51 Chambers St., N. Y. City.

12 Sample Easy Questions

for

A "Spelling-Down" Contest

1. In what month and year did this world war start?
2. On what date did the United States decide to fight?
3. What years are within the draft age?
4. What agency is charged with responsibility for preventing waste of meat and flour?
5. What agency is charged with responsibility for preventing waste of coal, wood and oil?
6. What agency is charged with responsibility for preventing the publication of news which would help the enemy?
7. What agency is charged with responsibility for publishing war facts that will help our own country?
8. Name three important inventions that have been first tried out in this war.
9. How many reasons do you know for our going to war? Start to name them.
10. Go on with naming reasons why we are at war.
11. What is meant by selective draft?
12. What reasons for exemption are recognized?

Helpful Questions
and
Suggestions

1. **Are your pupils keeping a scrap book** of hero tales, cartoons, and home-state-country-world war facts?
2. Your class will be interested in keeping new items under each of the foregoing main heads. Let them paste slips to the pages or write on margins **so that all points about a fact will be in one place.**
3. Have you a class or school Question Box? **How otherwise are you encouraging questions about the war?**
4. Who in your class or school do not know the words of America or The Star Spangled Banner?
5. Are you singing the new patriotic songs?
6. **What steps have you taken to locate the children who do not know minimum essential war facts?** What is being done in your community to make sure that persons not in school know these main war facts?
7. **Have you tried "relay races" by having one pupil pick up the story where the last one stopped?**
8. Before you try a "spelling down" contest with war facts, find out by actual tests the easiest questions which are known to most people and **ask those first.**
9. In composition work, oral and written, have main facts stated in different ways and be sure that your own statement of them fits your own pupils.
10. **Are you asking parents' help in grounding children in main war facts?**

Sources of Free Aids to Teachers and Students

1. "Too many cooks spoil the broth." Turn to "central" when seeking up-to-date war facts as you turn to central when wishing to telephone.

2. **U. S. Committee on Public Information, Washington, D. C.,** will send you lists of publications, put you on its mailing list, or answer special questions.

3. **U. S. Food Administration** will send food facts from your **state capital.** All food publicity work is now being done through state branches.

4. **Your State Department of Education** will welcome your questions and try to answer them promptly.

5. **The World Almanac, New York City,** gives a chronological summary of war events and innumerable helpful facts.

6. **The League to Enforce Peace, 70 Fifth Avenue, N. Y. City,** has important facts about after-the-war peace aims and related international problems.

7. **Institute for Public Service, 51 Chambers Street, N. Y. City,** will act promptly in answering special questions about where and how to get help for commencement or other times.

VICTORY
Make
His
Dreams
Come
True
BUY
U.S. GOVERNMENT
BONDS

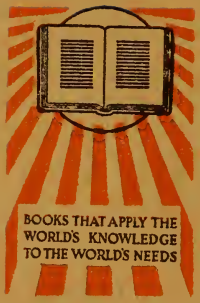
Five-Fold Purpose
of
War Fact Tests

1. To give teachers the main high spot facts about the war and our country's part in it which every child and every college student ought to prove he knows and understands before graduation or promotion.

2. To help teachers recognize that their greatest opportunity for patriotic work at this time is by way of making sure that their own classes know and understand the life struggle between autocracy and democracy of which these young people are made an involuntary part.

3. To help employers place condensed essential facts before their working forces.

4. To help editors offer to their readers some reasonably easy tests of war information.

5. To stimulate the issuance of war fact tests by local and state agencies for informing the public about war issues, war needs, war dangers and peace aims. (New York City's board of education is having two sets of chief war facts prepared, for high school and for grades five and six.)

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